

Texas Education Agency Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 13 AM 9:42 DOCUMENT CONTROL CENTER </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #	
Hondo ISD		163904	Hondo High School		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #		
001	20	23	086283918		
Mailing address			City	State	ZIP Code
2603 Ave. H			Hondo	TX	78861

Primary Contact

First name	M.I.	Last name	Title
James		Angst	Principal
Telephone #	Email address		FAX #
830-426-3341	jangst@hondoisd.net		830-426-7691

Secondary Contact

First name	M.I.	Last name	Title
Mary	J	Peters	Director of Technology
Telephone #	Email address		FAX #
830-426-3311	mjpeters@hondoisd.net		830-426-7615

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
A'Lann		Truelock	Superintendent
Telephone #	Email address		FAX #
830-426-3027	atruelock@hondoisd.net		830-426-7683
Signature (blue ink preferred)		Date signed	



5-9-2014

Only the legally responsible party may sign this application.

701-14-107-134

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Technology is central to virtually every aspect of our daily lives and we must guide this technology to provide engaging and powerful learning experiences for our students. This encompasses the utilization of resources, assessments, and instruction that measure student achievement in a more complete, authentic, and meaningful way. Technology-based learning will be instrumental in improving student learning and generating data that can be used to continuously improve the quality of classroom instruction at all levels. Technology will assist us in devising and implementing new teaching strategies that have powerful impacts on student learning and educational outcomes.

The identified purpose of the 2014-2016 Technology Lending Program Grant is to assist schools in the implementation of digital learning as envisioned by the Texas Long-Range Plan for Technology, 2006-2020 (LRPT). Hondo High School embraces the goals of the LRPT, and shares the vision of meaningful learning, supported by modern digital tools and resources. Hondo High School is committed to student success through the redesign of classroom methodologies and structures to take advantage of the power of technology to improve learning outcomes for all of our students.

All content areas share competencies and skills such as critical thinking, complex problem solving, collaboration, and multimedia communication. Our students must master these essential competencies and skills to enable them to adapt to our rapidly changing society. This involves developing deep understandings within specific content areas and making the connections between them. Hondo High School is committed to this vision, and believes that when a technology-based pedagogy subrogates traditional approaches, not only does the relevancy of instruction and content increase, so does student interest, motivation, involvement, and success.

Hondo High School approaches the process of transforming to a technology-based pedagogy by identifying and evaluating our current status, needs, and capabilities through a comprehensive needs assessment. The preparation for developing the needs assessment began with the selection of four teachers, with one from each of the contents areas of English, math, science, and social studies. These teachers were selected by the campus principal for their content and instructional expertise, as well as their current levels of openness and adaption to a technology based pedagogy. Additionally, the campus principal, the district director of technology, and the district federal programs director were involved as members of the needs assessment team. The needs assessment team identified needs that would be effectively addressed by implementation of the Technology Lending Grant Program. These include:

1. Increasing level of student achievement. Student achievement was identified as performance on state assessments, classroom and course achievement, attendance, and disciplinary referrals. Since three out five of the STAAR End of Course Assessments are required of ninth grade students, the team identified this group of students with the greatest academic need. Low academic achievement and attendance, combined with a higher rate of disciplinary actions were characteristic of this group of students. The team determined that focusing on this group of students would increase motivation, self-esteem, and lead to improved attendance, academic achievement, and a reduction in disciplinary actions. The campus currently has a BYOD policy in place; however funding is insufficient to expand and facilitate this concept.
2. Focusing on 21st century skills to include critical thinking, complex problem solving, collaboration, and multimedia communication. It was felt that many of our students, and particularly, incoming ninth grade students, lack in these skills. The consensus was also that, despite the use of some technology in the classroom (i.e. interactive boards, graphing calculators, document cameras...) the currently used instructional models lacked relevancy among the students, and contribute to inattentiveness, low motivation, and limited student achievement.
3. Creating a classroom with instructional focus that measures student performance in a more complete, authentic, and meaningful way. A greater emphasis should be placed on project based learning and on teaching strategies that is supported by technology that focuses on student involvement and interaction. It was felt that the traditional teaching models lacked a sufficient level of interaction. Many students are also uncomfortable using traditional methods (class presentations, reading aloud...) to interact with the teacher and class. The introduction of personal technological devices (tablets, smartphones...) would change this dynamic, and allow for a greater level of diversity in teaching strategies (flipped instruction, communication through interactive media, digital textbooks...).

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Schedule #6—Program Executive Summary (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

4. Ensuring accessibility of personal technology devices. A survey of the current eighth grade class finds that 76 percent of these students have internet access at home. Eighty-four percent of these had wireless access. Of these, sixty-one percent received their wireless access through their wireless carrier, either through established plans, air cards, or through pre-purchased data cards. The concern was that uniform and consistent internet access for this last group was quite variable at best, as many of these students are on pre-paid wireless networks. Financial consideration is a concern for consistent data usage and for the quantity of data that is affordable.
5. Transform current systems of classroom technology utilization with an expanded level of student individual device usage. Current campus technology plans include having purchased iPad devices for all core academic teachers, to increase their ability to interact with current classroom devices, specifically the interactive white boards that are installed in every academic core classroom. The campus plan currently envisioned an expansion of this modest plan that would begin providing iPad devices to groups of students, and eventually if funding were available, to all students in English, math, science, and social studies.

Based on the needs assessment, funding made available from the 2014-2016 Technology Lending Program Grant, the following plan was devised.

1. The ninth grade class of 2014-2015 and the ninth grade class of 2015-2016 would be involved in the plan. Sixty students per school year would be provided an iPad device, for a total of 120 students receiving iPad devices. The sixty students for 2014-2015 would form three cohort classes. These three classes would stay together for each of their core academic classes (English I, Algebra I, Biology, and World Geography/World History). Another sixty ninth grade students will enter the program during the 2015-2016 school year. These students will be randomly selected to ensure these classes represent the demographics of Hondo High School as a whole.
2. The teachers selected for these classes will teach three classes based on a technology driven instructional model that utilizes the iPad tablet devices as a central component of the class. This would include device interaction with teachers and peers through tablet and interactive white board integration, use of the flipped classroom model, communication through approved school social media forums, use of digital textbooks, and other digital resources.
3. The same teachers will also teach three classes using a traditional instructional model. Student performance in regard to state assessments, classroom achievement (i.e. unit assessments, project grades, six week and semester grades...), attendance, and disciplinary referrals will be collected from the traditional classroom and from the technology-based classroom. Data will be compared and analyzed to determine effectiveness of the two pedagogical approaches. The hypothesis being that the technology-based classes will perform at higher levels than the traditional classes. This will provide direction and establish potential future financial and personnel commitments to the technology-based pedagogical model.

The basis for this program is to help facilitate and develop new and better ways of assessing the efficacy of technology in teaching and learning. The vision of Hondo High School is to transform to a technology-based instructional model. However, under current circumstances of limited funding, the vision cannot be executed. The Technology Lending Program Grant offers a way for us to move significantly forward in creating a dynamic 21st Century teaching and learning model. The prediction is that the Technology driven classroom will see significant increases in the area of student achievement, as the vast preponderance of research indicates the benefit of this type of instructional model. This grant would allow us to make this a reality and help secure the potential commitment of future funding in the transition and development of a more dynamic, and relevant instructional model, that increases student achievement among all our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 163904			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$36,720	\$0	\$36,720
Schedule #9	Supplies and Materials (6300)	6300	\$62,280	\$0	\$62,280
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Total direct costs:			\$99,000	\$0	\$99,000
2.161% indirect costs (see note):			N/A	\$0	\$1,000
Grand total of budgeted costs (add all entries in each column):			\$99,000	\$0	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$14,850
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Electronic Device Insurance – 120 devices @ \$81	<input type="checkbox"/>	\$9,720.00
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,720.00

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: 2 MBs of ISP for student home use including filtering		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: \$25 per month, per household (estimate 60) X 18 months		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0
	Contractor's supplies and materials	\$27,000.00
	Contractor's other operating costs	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0
Total budget:		\$27,000.00

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 163904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 163904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$27,000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$9,720.00	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$27,000.00	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$36,720.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 163904

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted \$0
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted \$62,280
	#	Type	Purpose	Quantity	Unit Cost	
	1	iPad Air 16GB WiFi	Technology for Students	120	\$479	
	2	Case for iPad Air	To protect device	120	\$40	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$0
6399	Supplies and materials associated with advisory council or committee					\$0
Subtotal supplies and materials requiring specific approval:					\$57,480	
Remaining 6300—Supplies and materials that do not require specific approval:					\$4,800	
Grand total:					\$62,280	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 163904		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$0
6490	Indemnification compensation for loss or damage		\$0
6490	Advisory council/committee travel or other expenses		\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$0
Remaining 6400—Other operating costs that do not require specific approval:			\$0
Grand total:			\$99,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 163904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX/15XX—Technology hardware, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX/15XX—Technology software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$0
Grand total:				\$100,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 163904										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:										349					
Category	Number	Percentage	Category										Percentage		
African American	3	DNA	Attendance rate										95.53%		
Hispanic	241	DNA	Annual dropout rate (Gr 9-12)										3%		
White	110	DNA	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										DNA		
Asian	0	DNA	TAKS commended 2011 performance, all tests (sum of all grades tested)										DNA		
Economically disadvantaged	210	60%	Students taking the ACT and/or SAT										DNA		
Limited English proficient (LEP)	6	1.2%	Average SAT score (number value, not a percentage)										DNA		
Disciplinary placements	158	21%	Average ACT score (number value, not a percentage)										DNA		
Comments															
75 students generated a total of 158 disciplinary placements for In-School Suspension, Out-of-School Suspension, and DAEP (Disciplinary Alternative Educational Program-off campus) placements this year. Of these 75 students, 22 were placed at the DAEP. This grant will serve the freshman class of 2014-15 (current 8 th grade students) and the freshman class of 2015-16 (current 7 th grade students)															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									165	184					349
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									165	184					349

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Schedule #13—Needs Assessment

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hondo High School approaches the process of transforming to a technology-based pedagogy by identifying and evaluating our current status, needs, and capabilities through a comprehensive needs assessment. The preparation for developing the needs assessment began with the selection of four teachers, with one from each of the contents areas: English, math, science, and social studies. These teachers were selected by the campus principal for their content and instructional expertise, as well as their current levels of openness and adaption to a technology based pedagogy. Additionally, the campus principal, the district director of technology, and the district federal programs director were involved as members of the needs assessment team. The needs assessment team identified five needs that would be effectively addressed by implementation of the Technology Lending Grant Program. These include:

1. Increasing level of student achievement. Student achievement was identified as performance on state assessments, classroom and course achievement, attendance, and disciplinary referrals. Since three out of five of the STAAR End of Course Assessments are required of ninth grade students, the team identified this group of students with the greatest academic need. Low academic achievement and attendance, combined with a higher rate of disciplinary actions were characteristic of this group of students. The team determined that focusing on this group of students would increase motivation, self-esteem, and lead to improved attendance, academic achievement, and a reduction in disciplinary actions. The campus current has a BYOD policy in place; however funding is insufficient to expand and facilitate this concept.
2. Focusing on 21st century skills to include critical thinking, complex problem solving, collaboration, and multimedia communication. It was felt that many of our students, and particularly, incoming ninth grade students, lack in these skills. The consensus was also that, despite the use of some technology in the classroom (i.e. interactive boards, graphing calculators, document cameras...), the currently used instructional models lacked relevancy among the students, and contributed to inattentiveness, low motivation, and limits on student achievement.
3. Creating a classroom and instructional focus that measures student performance in a more complete, authentic, and meaningful way. A greater emphasis on project based learning that is supported by technology. Greater emphasis on teaching strategies that focus on student interaction with both teacher and other class members. It was felt that the traditional teaching models lacked a sufficient level of interaction. Many students are also uncomfortable using traditional methods (class presentations, reading aloud...) to interact with the teacher and class. The introduction of personal technological devices (tablets, smartphones...) would change this dynamic, and allow for a greater level of diversity in teaching strategies (flipped instruction, communication through interactive media, digital textbooks...).
4. Ensuring accessibility of personal technology devices. A survey of the current eighth grade class finds that 76 percent of these students have internet access at home. Eighty-four percent of these had wireless access. Of these, sixty-one percent received their wireless access through their wireless carrier, either through established plans, air cards, or through pre-purchased data cards. The concern was that uniform and consistent internet access for this last group was quite variable at best, as many of these students are on pre-paid wireless networks. Financial consideration is a concern for consistent data usage and for the quantity of data that is affordable.
5. Integrating current systems of classroom technology utilization with an expanded student individual device usage. Campus technology plans include having purchased iPad devices for all core academic teachers, to increase their ability to interact with current classroom devices, specifically the interactive white boards that are installed in every academic core classroom. The campus plan currently envisioned an expansion of this modest plan that would begin providing iPad devices to groups of students, and eventually if funding were available to all students in English, math, science, and social studies.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase level of student achievement	Implementing digital learning will transform the apathetic and unmotivated student by creating a classroom rich with technology in the hands of the learner at school and at home. Teachers will transition and develop more dynamic and relevant student centered instruction which will increase self-esteem of both the teachers and students. This in turn will improve attendance and reduce discipline referrals.
2.	Focus on 21 st century skills to emphasize critical thinking, complex problem solving, collaboration and multimedia communication.	Implementation of digital learning as envisioned by the Texas Long-Range Plan for Technology embraces meaningful learning, supported by modern digital tools and resources. Hondo High School is committed to this vision and believes a technology-based pedagogy subrogates traditional approaches to ensure college and career readiness.
3.	Create a classroom with instructional focus that measures student performance in an authentic and meaningful way.	This grant will provide the funding for the technology devices which will allow the district to provide high quality sustained professional development focused on project based learning and diverse teaching strategies like, but not limited to, flipped instruction, digital textbooks and communication through interactive media. Test results and grades will measure student performance. Region 20 Educational Consultants will train and mentor teachers.
4.	Ensure accessibility of personal technology devices.	Hondo ISD has a BYOD policy in place but with 61.3% of the district's students identified economically disadvantaged, a majority of students do not have the ability to have a device. This grant will provide 120 students a device and filtered Wi-Fi internet access, if they currently do not have it at home.
5.	Transform current system of classroom technology utilization.	Hondo ISD has already purchased iPads and installed interactive white boards for every core teacher. The campus envisioned an expansion of providing iPads to groups of students but with limited funds, it would be impossible to provide devices and training to teachers to create a truly interactive classroom using the power of technology to improve learning outcomes for all students.

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Schedule #14—Management Plan

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teacher	Harriett G. Garcia – Math Teacher with 3 years' experience. 8-12 Math and Dual Language Certified
2.	Teacher	Angela B. Hancock- ELA Teacher with 3 years' experience in 9 th , 9 th Honors and 11 th grade. 8-12 ELAR Certified.
3.	Teacher	Kenneth Mulkey-Social Studies Teacher with 10 years' experience, 8-12 Social Studies Certified
4.	Teacher	Lauren Oefinger-Subject Area Coordinator and 9 th grade Biology teacher (10 yrs.), 12 th grade AP Biology teacher (7 yrs.). Certified Secondary Life Science, Science Composite, GT, All-Level Physical Education.
5.	Technology Facilitator	Laura Graff—Campus technology facilitator certified in Technology Applications EC-12, Health EC-12, and Physical Education EC-12; 3 years classroom experience, 5 years' experience as Technology Facilitator; TCEA Certified Campus Technology Specialist

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student achievement	1. STAAR / EOC	Jan 2015	May 2016
		2. Grades-every 6 weeks starting 4 th six weeks in 2015	October 2014	June 2016
		3. Attendance Records-every 6 weeks	October 2014	June 2016
		4. Discipline Referrals-every 6 weeks	October 2014	June 2016
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Focus on 21 st Century Skills	1. Project Development-statistics from Edmodo by semester	Jan 2015	June 2016
		2. Survey of teachers, students, parents- BOY/EOY	Jan 2015	June 2016
		3. iPads as Instructional Tools Boot Camp-Saturdays	Oct 2014	Nov 2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Create Classroom to measure authentic performance	1. Workflow Basic Boot Camp for iPads-Saturdays	October 2014	Nov 2014
		2. ESC 20 Consultant visits classrooms-every 6 weeks	Feb 2015	May 2015
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Accessibility of personal technology devices	1. Purchase iPads	Oct 2014	Oct 2014
		2. Parent Meetings	Nov 2014	Dec 2014
		3. Deploy devices to students	Dec 2014	Dec 2014
		4. Internet Access (filtered Wi-Fi) at home	Jan 2015	June 2016
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Transform current technology utilization	1. STAR Chart data	October 2014	Nov 2015
		2. In-district survey	October 2014	May 2016
		3. Teacher Evaluations	October 2014	May 2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and the campus have several mechanisms in place for monitoring goals and objectives. The key element to effective monitoring and achievement is good communications systems between all stakeholders. To improve student achievement the district utilized the TEKS Resource System for curriculum ensuring vertical alignment and strategic planning in order to deliver content and prepare students for state assessments by eliminating gaps. In launching the program in 2012-13 and 2013-14 the district committed to dedicated planning time in all core areas in all grade levels with release time for teachers and contracting with content specialists from the regional service center. The district utilizes Eduphoria Aware for data evaluation and disaggregation of local and state assessment data which is shared with all instructional staff as necessary. Formative assessments that measure academic progress are used, as well as data from EOC/STAAR testing.

Classroom grades, attendance and discipline data is collected and shared as needed to ensure the best environment for students. The campus utilizes daily Professional Learning Communities (PLCs) by subject area to provide collaboration time with core teachers. The Parent Portal Family Access provides grade, attendance and health information to families. The campus also utilizes the district and campus websites, school email, School Messenger calling system, and regular meetings (parent chats), grade failure meetings, attendance meetings, and electronic tools such as Remind 101 to keep the students and parents included.

In addition, representatives of the elective teachers serve with core subject teachers on the committees that review campus policy and curriculum, providing a voice to all educators on campus.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has policy in effect to promote a Bring Your Own Device (BYOD) to the campus; however, participation in the Technology Lending Program will jump start access. The campus has already purchased iPads for core teachers and has plans for professional development of all teachers.

Currently, the campus teacher has access to online tools such as Edmodo, Google Apps for Education and Remind 101. The Hondo Education Foundation has provided grants for teachers over the past 6 years for innovative classrooms and several teachers have implemented technology rich tools to provide the innovation for the 21st century classroom. All core classrooms have interactive whiteboards installed and all classrooms have projectors, Wi-Fi coverage as well as wired connectivity.

The district has already committed to expanding the network with wireless access points in all classrooms and expanding the network capacity to 10Gbs.

By working with a school-within-a-school model the campus will be able to monitor the group of students effectively as they continue through the four years of high school. While the initial group is relatively small, the campus will focus on the group to establish best practices that can be continued with another group of freshmen in the second year while maintaining access for the first group. By building a successful model initially, Hondo High School will expand the program beyond the first and second cohort group and the success is demonstrated by the students as well as the teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessments	1.	Increased performance on local assessments (unit & benchmark)
		2.	Increased performance on state assessments
		3.	Local, unit, and state assessment data analyzed as completed
2.	Academic Achievement	1.	Grades will be reviewed and compared at six weeks to non-device class
		2.	Assignments within grading period will be compared to non-device class
		3.	
3.	Instruction	1.	Administrative walk-throughs and formal year end evaluations
		2.	ESC 20 feedback on 21 st Century skill implementation-Teacher & Student
		3.	
4.	Stakeholder Feedback	1.	Teacher/student/parent questionnaires
		2.	ESC 20 milestone observations through anecdotal records
		3.	
5.	Learning Environment	1.	Technology mastery by student
		2.	Impact on attendance and disciplinary referrals
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Common planning time for the team of teachers participating in the Lending Program will be provided in the Master Schedule. This team will analyze and disaggregate local and state assessment data. Teachers, Campus Instructional Coordinator, and administration will review local assessment data as it occurs, grades each six weeks and state assessment annually. All data collected will be compared to the students who did not participate in the Lending Program. The team will look at the differences in data by lesson/assignments/assessments to determine significant disparities between students receiving a device vs. the non-device classes. This data will be used to plan the level of technology integration for the Year 2 cohort and measure current program effectiveness. Daily common planning time will be used by the team to discuss students, attendance, discipline, and how the team will intervene to mitigate issues. The team will discuss individual student successes or struggles with technology use and pair students to collaborate to develop strategies to overcome these struggles. How students respond to the technology driven class will help the team devise a plan to support the student to ensure success. The Campus Instructional Coordinator (CIC) will meet weekly with the teacher team and each time data disaggregation occurs. It is the responsibility of the CIC to disseminate all assessment data to campus administration. Sixty students will be selected from the incoming 9th grade class of 184 students (Year 1) will be organized into three technology-based classes. An additional 60 students will be selected the following 9th grade class (Year 2) for a total of 120 students. These "cohort" groups will stay together for each of their core academic classes (English 1, Algebra 1, Biology/IPC, and World Geography/History). These classes will reflect the current demographics of the school and will be compared to three content specific classes that are not based on a technology-based instructional model. The four ninth grade teachers committed to teach the Year 1 group as sophomores as well as the Year 2 incoming freshman. ESC 20 will provide professional development for the core teachers to assist in structuring a technology-based instructional model. They will serve in an advisory capacity to teachers and administrators to help evaluate the effectiveness of grant implementation and ensure a focus on the 21st Century skills of critical thinking complex problem solving, collaboration, and multimedia communication. Finally, the campus will collect stakeholder expectations at the beginning of the grant and every six weeks as an ongoing activity to measure the overall achievement of the Lending Program classroom. The Business office, the Technology and Special Program Directors, as well as key campus staff will monitor timeline and milestones and adjust as necessary. Monthly "Coffee Klatches" with these stakeholders will provide a platform to discuss any barriers that impedes full implementation. These regularly scheduled meetings allow key staff members to coordinate resources to trouble shoot any obstacles.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds from the Technology Lending Grant Program would allow Hondo High School to implement and enhance a technology centered classroom, change the pedagogical methodology, and allow individual students access to the world of digital media and instruction. The grant would ensure internet connectivity for our students, facilitate the use of online media to include textbooks, and enable students and teacher to interact through approved social media forums. This grant would make possible the implementation of a digital learning environment as envisioned by the Texas Long-Range Plan for Technology. Hondo High School is committed to student success through the redesign of classroom methodologies and structure to take advantage of the power of technology to improve learning outcomes for all of our students. Funding from this grant would make this a reality.

The vision of Hondo High School is to transform to a technology-based instructional model. Current funds available will not permit allocation to create this model now. These funds will support existing efforts of our long-range planning of financial resources to provide instructional program value through a technologically-rich environment. The Technology Lending Program Grant offers a way for us to move significantly forward in creating a dynamic 21st Century teaching and learning model. Internet access is limited and problematic for up to 61% of our incoming 9th grade students. A technology driven classroom should see significant increase in the areas of student achievement. Although the grant would initially target 120 students, this would allow us secure the potential commitment of future funding in the transition and development of a more dynamic, and relevant instructional model that increases student achievement among all of our students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 163904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Though we have policy of BYOD in district, we have not had the funding available to address a lending program, despite the great need. While the district does have wireless coverage in all instructional areas, there is not enough for the saturation levels necessary for a full BYOD or 1:1 devices. The district is working to get the infrastructure in place to make a 1:1 deployment possible. Current infrastructure will easily accommodate the number of devices currently used plus the incoming devices from the Lending Program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hondo ISD Board of Trustees has announced some far-reaching goals for the district for 2014-15 and the Technology Lending Program are an integral part of the goals. All the goals listed will be impacted by the program. Goal III focuses specifically on a technologically-rich educational environment.

- I. HISD will experience more students achieving higher levels of performance than the previous year as measured by multiple indicators.
- II. HISD will increase differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.
- III. HISD will create a technologically-rich educational environment that enhances individual learning.
 - A. Implement an online learning environment that fosters communication, collaboration, critical thinking, and creativity among administrators, parents, teachers, and students.
 - B. Create a systematic district evaluation process to support current and future technology needs of all stakeholders.
 - C. Create, upgrade and improve a reliable and flexible infrastructure that embraces anywhere, anytime success.
- IV. HISD will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.
- V. HISD will engage the community in meaningful ways.

The Lending Program aligns and supports several areas of our goals for 2014-15. We are committed in the advancement of student learning by enabling, modeling and supporting the use of digital tools for communication, critical thinking, and creativity. Research shows that an engaged student will be better prepared with skills for post-secondary education and work in the global economy. This funding will support the implementation of an online learning environment that fosters communication, collaboration, and creativity among administrators, parents, teachers and students. The Lending Program will help create a systematic district evaluation process to support current and future technology needs for all stakeholders. Finally, the Lending Program will provide data to support the development of future plans to create, upgrade, and improve to a more reliable and flexible infrastructure that embraces anywhere, anytime success.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hondo ISD is a single attendance district. The high school has been investigating ways to increase the number of devices in the hands of students in hopes of using electronic instructional materials. Because this campus has already had many conversations and began planning what this would look like, it was an obvious choice to start a lending program at this campus. This grant will help move Hondo High School in the much anticipated direction of 1:1.

Hondo ISD is located in rural Medina County and will most likely have to use more than one internet service provider to reach the students in town and in the outlying area. We will contract through a local ISP to provide 2Mbps filtered service to each economically disadvantaged student that receives a device through this program and currently doesn't have Wi-Fi service at home. We ensure that the economically disadvantaged student will be provided service before any non-economically disadvantaged student. Their status will be based on the information the family provides on the school meals application.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current English curriculum standards require students to compose a variety of texts using the writing process with a strong emphasis on revision strategies. A Technology Lending Program would allow students to explore a variety of interactive graphic organizers to brainstorm ideas, create a draft more efficiently and revise through collaboration with peers and teachers. Current English curriculum standards require students to read and analyze a variety of texts with an emphasis on supporting analysis with textual evidence. The Lending Program would allow students significantly more access to high interest reading materials online and the ability to develop active thinking processes while reading through a variety of digital tools that promote comprehension strategies. Overall, the Lending Program would transform the English classroom into a community of readers and writers collaborating throughout instruction rather than after instruction. The Lending Program would support current classroom management policies that are in place to maximize student engagement and participation through differentiated student centered instruction.

In the science/biology classroom we will have access to online textbooks and interactive/virtual labs. In addition, integration with our existing Vernier Probe-Ware will increase a student's abilities to design, conduct, and analyze scientific investigations which, in the long run, will routinely engage students to read, write, and think like scientists. We will be able to boost rigor and relevance with engaging, up-to-date content, challenging activities and stimulating interactive investigations. By utilizing the "flipped-classroom" concept, more time (relative to the traditional classroom setting) can be allotted for hands-on investigations instead of note-taking and the teacher will have more time to spend interacting and supporting all students.

The new technology will allow the world geography/history classes to connect with different cultures around the world. It will also provide struggling students with resources outside the classroom to help enhance retention and understanding. The digital class will have the opportunity to "Skype" or "Face Time" with students from around the globe. The students in the digital classroom will also use the technology to research concepts in history which will allow them to formulate their own opinions and historical hypothesis.

The Algebra I students will have step by step instruction accessible 24/7 with the new technology. All students will be able to access instructional YouTube videos or teacher created videos on demand. The students may pause and/or replay any part of the videos to fit their needs. Also, the devices will allow communication between teacher and student beyond classroom time. In the "flipped" classroom, students will have more time for hands on activities since the students will be viewing the lesson, notes and teacher videos from home.

Teachers will have a new layer of classroom management to focus on with teaching using mobile devices. The teachers will have a common planning time each day to help them make the digital leap. Daily conversations about how to manage the 1-to-1 classroom and sharing the trial and errors will allow teachers to agree on common solutions. This new instruction will build on traditional methods of classroom management with slight modifications with active monitoring. The Technology Facilitator is housed on the campus and will assign the student technology monitors who will assist the teachers in troubleshooting.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2014-15, the new science adoption will be rich in online resources that lend well to a 1:1 environment. In the meantime, the high school teachers have utilized other online resources such as STEMscopes as supplementary Science curriculum resources which will continue and be expanded to include personal accounts for all participating students with the option to take online assessments.

The current Math adoption offers online resources used by teachers in instruction. With the anticipated math adoption in 2015-16, the district will be mindful of 1:1 environments, and will choose the adoption that supports this technology.

Productivity tools in Google Apps for Education have been used throughout the district for 4 years. Students will have experience in utilizing the productivity tools and Google drive for storage.

In 2013-14 the district set up the district Edmodo learning platform. Some teachers are already using the web based product for classroom management, online participation and discussion, resource sharing and collaboration.

Discovery Education subscription with accounts are available for all teachers and high school students.

EBSCO and Britannica Online library resources are utilized by the district at all grade levels.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hondo ISD will contract with Region 20 to provide a 5 day "iPad Boot Camp". We recognize the success of the Lending Program will hinge on the launch. To make significant change that will be sustainable, teachers will need foundational technology training with on-site continued support. Traditional teaching where the teacher is the controller of the learning environment will not be effective in a 21st century classroom. We must rethink and relearn how to teach and how students learn. Training in workflow is integral. Tests, assignments, quizzes, storage of work all need to be rethought. This process will have pockets of success and will be strengthened with a strong mentor relationship with Region 20. Our Just In Time support provided by district Technology Facilitators and contracted mentor will help us work through difficult areas and adjust in a timely fashion.

Starting in October 2014 and ending no later than December 19, 2014 the teachers, administrators and the Technology Facilitators will attend five (5) Saturday professional development sessions.

Day 1: iPads as instructional tools and workflow basics

Day 2: Digital Citizenship, graphic organizers and writing

Day 3: Presentations, Discovery Education on the iPad and student Board Builder

Day 4: Screen casting/video creation and workflow (i.e. eBackpack; Google Drive), flipped classroom

Day 5: Lesson Planning with the iPad

Hondo ISD will continue to contract with Region 20 for the on-site sustained support using digital age learning. Starting in January, 2015 Hondo ISD will contract each month an Educational Specialist to mentor and work with teachers and the Technology Facilitators by setting implementation goals and visiting classrooms. It is critical to have this contracted mentor work in the classroom with students and teachers. Hondo ISD is committed to provide the professional development, release time, and substitutes as needed to ensure success.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hondo ISD's network infrastructure meets or exceeds the needs of adding these additional endpoints. HISD provides a 1Gbps fiber network backbone with Cisco 3750 switches, and a district wide Cisco Controller based WLAN solution that can easily handle the strain of the additional endpoints. CIPA complaint web filtering is provided by Lightspeed Systems. HISD currently meets the need for device management and is working to add additional access points, providing better saturation for anticipated growth with wireless requirements.

District Technology Facilitators and teachers will be trained and available to support student use of the device. The facilitators will work directly with the students to introduce the functionality of the devices. One of the reasons iPads were chosen as the project device is that many students are already familiar with the operating system because of the use of iPhones and other iOS devices.

Introduction of various apps and instructional tools will be ongoing and every opportunity to stress digital citizenship will be utilized.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After selection, we will survey students to determine which students have adequate internet access. Those that don't have adequate internet access and are Economically Disadvantaged will be provided with filtered internet service.

Preliminary survey results indicate less than 50% of the students currently do not have an adequate ISP.

Of the 120 students we will target for this program, we anticipate providing 60 of those with filtered internet service at home.

We will meet with parents and students in October to review program and complete an application process for filtered internet services. We will deploy iPads and internet to targeted students in December 2014.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Facilitators and the district technology support staff will be available in the introduction and distribution of the devices with training time. In addition, staff will be available for Just In Time support. Students and teachers will be trained in best practices of battery management and charging stations and strategies will be implemented.

For each grade level, 4-6 students will be identified by the teachers to become part of the peer-to-peer tech support system. The peer-to-peer support team will be available to help students with basic troubleshooting if technology facilitators are not immediately available. These individuals would show technologically advanced skills as demonstrated by grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. They will also have initiative and willingness to work with other students. Mature and responsible, these students would be under the supervision of the Technology Facilitators. The Technology Facilitators will become familiar with all programs and apps that the students will be using to complete assignments and projects and will be available to assist with lessons and projects that may need tech support.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon the arrival of the equipment, staff will inventory using model, serial number, funding source, and purchase date. Our technology inventory records are housed within Eduphoria! School Objects. Each device is marked with a barcode and asset tag. Before the student distribution takes place, the device will be enrolled into the District's Mobile Device Management solution. This will allow the district's image, including iOS updates, applications, Wi-Fi passwords and other settings to be pushed to the devices wirelessly. Once the data collection and imaging process is complete, the device barcodes will be imported into the Destiny Textbook Manager. It is here the devices will be checked out and back in from the students by the Technology Facilitators. Devices will be checked out to the students as soon as they are ready and will be checked back in during the summer months for maintenance.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each device will be tagged, barcoded, then inventoried into Eduphoria! School Objects as well and enrolled into the District's Mobile Device Management solution. After the data collection and imaging process is complete, the device barcodes are imported into the Destiny Textbook Manager. From the Destiny Textbook Manager the devices will be checked in and out to students.

Teachers involved in this grant will be responsible for periodic checks for damage to devices and report any findings in a timely manner to the Technology Facilitator. Hondo High School currently has a system in place to periodically check textbooks. Through the district's Mobile Device Management system, the IT department will be able to manage and secure student mobile devices.

In addition to the inventory controls, we will provide replacement cost insurance coverage in the event of accidental damage, liquid damage, liquid submersion, theft, fire, vandalism and power surge due to lightning that will cover the devices the term of this grant. This coverage extends both on and off school grounds.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital Citizenship will be a continuing process with the initial push beginning with parent meetings as soon as the devices are inventoried. Hondo ISD will allow students to have access to the Internet for educational purposes anywhere in the district. Every student and parent currently signs a Technology User Agreement, Webpage, and Interactive Videoconference Permission Slip which governs the use of educational technology and obligates all parties to the rules, procedures and policies outlined in the student handbook which is published on the Hondo ISD webpage.

A Technology Lending Agreement, fashioned after our Technology User Agreement, will be required to be signed by both the parents and student prior to the student receiving the device. If the student also qualifies for the internet service at home, this agreement will likewise cover this access.

All students will receive instruction the 1st week of instruction by the Technology Facilitator in the ELA classroom. An assessment will be given at the conclusion of the instruction to confirm mastery of the Digital Citizenship strand of the Technology Applications TEKS. Our goal is to have every student in the Lending Program cohort pass this assessment. Any student not passing the assessment from this cohort will be remediated until successful. Hondo ISD ensures every student receiving Internet access at home will demonstrate mastery and the Technology Facilitator will maintain auditable records.

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